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A PROPOSED PROGRAM OF VOCATIONAL
GUIDANCE IN THE SCHOOLS OF
FREESTONE COUNTY

By

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Prairie View, Texas

August, 1939

A PROPOSED PROGRAM OF VOCATIONAL
GUIDANCE IN THE SCHOOLS OF
FREESTONE COUNTY

by

ANNE MAE RILES

A thesis in Arts and Science submitted in
partial fulfillment of the requirements for the
degree of Bachelor of Science in the

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A C K N O W L E D G E M E N T

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A PROPOSED PROGRAM OF VOCATIONAL
EDUCATION IN THE SCHOOLS OF
HARRISON COUNTY



D E D I C A T I O N

-- To My Mother --



A PROPOSED PROGRAM OF VOCATIONAL
GUIDANCE IN THE SCHOOLS OF
FREESTONE COUNTY

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INTRODUCTION

Vocational guidance is an educational service and as such should be considered an integral part of the educational program carried on by the recognized educational agency of the community. Growth of industry and great expansion of the number of possible callings long ago rendered the choice of a vocation difficult. No social agency existed through which the individual might receive assistance, hence the school - somewhat tardily - assumed this function. Ways and means have been devised to accumulate information about the various vocations and to put the individual in possession of a reasonable amount of this information so that he can more wisely choose the work which will engage his efforts, and give him additional assistance as needed during the period of adjustment and further training after employment begins, which are just as truly educational services as teaching the same youth mathematics or history. The former service often has a more vital bearing upon his satisfaction in life and his contribution to society than the latter.

Up to the present time, however, little connection has been made between the subjects of study and outside occupations. A reason for this is that the studies have been organized in too formal a manner, and have been given for the sake of the information contained in them. When

we consider the question of guidance, we are considering not something which is to be added to education, not something which exists outside, but something which is really in the very center of education itself. One of the most important parts of the guidance program is placement; without advice and direction young workers take the first job that is offered them. If they are to be prohibited from remaining in blind-alley jobs, and if they are to be saved from a life of unskilled labor, it is essential that placement of pupils entering any vocation be supervised. Hence, if the schools are to prepare the students to be vocationally efficient, there is need for guiding them so that they will be equipped to make the optimum re-adjustments in this complex world of social and economic changes.

Students should learn about occupational opportunities and should discover their own abilities and interests while they are in school. The transition between education and employment should be a very gradual one. Consequently, guidance should be an integral part of the curriculum, program, and organization of the entire public-school system. It should begin in the early grades, and follow pupils after they leave school during the time when they are blazing trails into employment and adult life.

Freestone County

Freestone County is located in east central Texas.

Fairfield, the county seat, is an inland retail market. Teague, in the southwestern part, is the principal retail and shipping point and has railroad shops, cotton gins, a compress, a cotton seed oil mill and a few other industries. Wortham, also a retail center for the western part, is located in a rich farming area and near an oil field. Streetman serves the northwestern part.

"Freestone county has an area of 882 square miles. There are 110,136 acres of farm land from which 3,403 farms have developed. It has a population of 22,589. It is a diversified, productive farming area. Live stock and poultry are raised extensively, and the county ranks high in production of hogs for market. Good roads offer efficient routes throughout the year, and recently farmers have added to their income with the sale of their produce. The farmers raise most of their feed and food for home use!

There are four high schools located in southern part of the county, namely; Booker T. Washington, Teague, Texas; Negro County Training School, Wortham, Texas; Dogan High, Fairfield, Texas; Furney Richardson, Teague, Texas. There are thirty-three teachers in all the schools with an enrollment of about 1300 students, of which about 450 are in the high school department.

In the high school department the literary subjects offered are mathematics, English, Science, Social Science and Foreign Languages. The vocational subjects offered are; Home Economics, Vocational Agriculture and Manual Training. Music is the one subject in fine arts that is taught.

Explanation of Terms:

Vocational guidance must include the following:¹

1. Aiding individuals who are faced with the problem of choosing an occupation to obtain reliable and adequate information upon which to base their choice.
2. Helping the individual to choose, to plan his preparation for, to enter upon, and to make progress in an occupation.
3. Definite provisions to assist pupils in solving the problems which arise in connection with their school careers.
4. Providing them as far as practicable, with suitable try-out experiences in order to test their fitness for occupations in which they have a special interest.
5. Helping the individuals to evaluate these tryouts in relation to their personal qualities and limitations in making the choice.
6. Helping them in planning and making further prepara-

tion for their training after employment begins.

7. It aims to distribute youth as effectively as possible to educational and vocational opportunities that is, to subjects, curricula, extra-curricular activities, schools, higher institutions, and vocations.
8. Vocational guidance is the individualizing and articulating element in the school system.
9. The guidance movement in the public schools is the educational counterpart of the personnel management movement in employment. Both aim at a more intelligent adjustment of the worker in his work.
10. Guidance must not be defined in terms of subject matter or sex divisions but of a function. It is aided, but not replaced by courses which touch life more closely.

Origin:

Vocational guidance is by no means confined to recent decades. Plato considered the subject in his republic. An elaborate vocational guidance book was published by T. Waller in 1747. Some scientists gave excellent analyses of the requirements of the various occupations in the early years of the nineteenth century and attempted to aid young people in vocational choice by analyzing their cranial qualities. During the late middle age and early in the Modern period

the guilds exercised a selective influence; and always the system of apprenticeship has served as a trial and error method of guidance. The present movement of vocational guidance may be said to have begun with the work of Frank Parson in the North End Settlement in Boston in 1907. At that date the vocational bureau was organized to facilitate his work. In 1909, his "Choosing a Vocation" appeared and the foundation of voluminous literature dealing with every phase of the subject. Mr. Parson's work was continued and enlarged by Myer Bloomfield, whose various books have had a wide influence.

Growth:

The idea of vocational guidance spread rapidly and in 1916 there were one hundred and fifty high schools listed in the bulletin of the National Vocational Guidance Association which claimed to have made a beginning in organized guidance, and two years later there were nine hundred.

The first conference of Vocational Guidance met in Boston in 1910, and the National Vocational Guidance Association was organized in Grand Rapids in 1913. Since that time there has been an annual conference, and the association has done much to stimulate interest in the general problem, to spread literature concerning vocational guidance, and to encourage schools to establish courses for training

guidance experts. The first organized course offered in a university was given in the Harvard Summer School of 1911. Since that date courses have become so popular that they are now practically available in most of the larger teacher-training schools of the country. The vocational guidance magazine, now Occupations, was established in 1911 and has served as a publishing medium since that date.

Purpose:

Vocational guidance prepares our coming citizens to be able to be economically competent; to be able through some vocation to support themselves and those dependent upon them. It furnishes the students with a knowledge to discover interests and to form accurate judgements relative to the extent of their abilities in different types of activities.

It gives reliable information regarding vocational opportunities, requirements, and limitations that are available for every child during the time he is planning or day dreaming in regard to his future part in the world of affairs.

It gives the pupil and opportunity to discover and reveal to himself his general and special capacities and aptitudes, his interests, and his traits of personality

and character as related to vocational life.

The guidance program gives slight attention to the guidance of the sixth-grade elementary pupils before they enter Junior high school. Major emphasis in guidance is given to the choice of specific subject or study.

It facilitates adjustment of students in their activities in and out of school so that they will attain maximum achievements and not be disturbed by social and personal maladjustments. It should make contributions to the general improvement of education by defining the educational needs of individuals, and help them to select the activities in life in which they will participate and in which there is large promise of success and happiness for them.

GUIDANCE IN SECONDARY SCHOOLS

A Proposed Plan of Guidance:

A proposed plan for a guidance program should be extensive in its nature, in order to accomplish its objectives effectively. It seems preferable because it has two periods per week for three years rather than five periods for one year, or possibly for a term in each of the ninth and the eleventh years. This plan provides for continuity of contacts, for growth, and for the development of interests and social attitudes.¹

1. Allen, Organization and Supervision of Guidance, pp. 269

Along with the present subjects that are offered in the Freestone county schools, I suggest that the following courses will be added to the curriculum: Special courses in cooking, dress making, hair dressing, nursing education, typing, stenography, social welfare, and lunchroom assisting, for girls. Paper hanging, brick laying, painting, tailoring, etc., for boys.

In the ninth through the eleventh grades there should be special courses in the above named vocations for girls, because it is at this age in life that many girls drop out of school to help care for the family and it is usually this type of work that they do when they are hired.

The same thing applies to boys for the above named vocations, because now-a-days these fields are calling for the more skilled type of person.

Slaughter suggests that, "before and after it is discovered that students are dropping out of school, they should be informed of the leading occupations they might enter with the education they have. The leading occupations for boys who do not continue their education after finishing high school are: brick layer, carpenter, truck driver, mechanic, blacksmiths, barber, printer, painter, etc.; for girls: manicurist, stenographer, typist, dress-maker, hair-dresser, lunchroom assistant or waitress, private secretary,

etc."¹

In addition I am suggesting that more books and publications be added to the library in order that the students may have a greater access to more reading material.

It is necessary to develop and keep in operation a plan for gathering the information needed concerning local occupations and preparing this for use by counselors and pupils. This plan must function in such a manner as to keep the information up to date as conditions change.

It is necessary to determine what vocational preparation should be provided in the schools or under school supervision for those who have chosen occupations and to arrange for this work to be done effectively.

Organization:

Before taking up the relationship of the guidance program it is desirable to refer briefly to the organization of the system of schools as it affects the program of guidance. This may be done by considering the organization, (1) vertically and (2) horizontally. It becomes increasingly apparent that the vertical extension of the secondary school period to include the upper grades of the

1. Slaughter, Vocational Guidance and Success, pp. 294

older elementary school and to effect junior high school reorganization, is doing much to facilitate the performance of the guidance function. There are some who regard the performance of this function as the pre-eminent obligation of the junior high school. Smith says that "guidance is the very keystone of the junior high school ideas"¹ The recent rapid extension of the period of secondary education to include junior high school has accelerated the expansion of the guidance program activities.

The problem of organization horizontally raises the question of coordination of all opportunities for training offered on the level of the four-year high school. An adequate program of coordination and guidance will keep the welfare of a student paramount to the interest of the school.

The work of organizing a guidance program should proceed in two main directions. The first relates to seeing that the activities carried on have their proper bearing on certain phases of activity relating to guidance services. The other direction requiring consideration is in the distribution or assignment of the activities included in the complete program to the staff of the school.

Needs:

The modern philosophy of the guidance movement em-

1. Smith, Junior High School. pp. 277.

phasizes the importance of training of pupils in terms of their environments, rather than in schools isolated from the community which gives little consideration to the whole life of the child. At the same time it will reach out into the community and strengthen other institutions by cooperating with them in training the type of leadership they need.

The guidance program rest in the attempts to meet the needs of and to study the background, capacities and interests of pupils at an early period and provide for proper differentiation of activities to foster the most effective development of the individual's powers. It also grants that there is a marked variety of inborn gifts; that the greatest happiness and highest efficiency result from exercise of native talents. To give each of the Freestone county schools an opportunity to find itself the guidance movement was begun in September, 1926. The work is largely confined to educational and vocational guidance.

The guidance services on the part of the secondary schools are rendered necessary by at least four conditions. (1) The character of the demands for modern secondary education; (2) the changes in the social and economic order to which the secondary pupil must adjust himself;

(3) the needs of the adolescent for counsel and guidance;
(4) and the necessity of avoiding waste in the process of education.

The ultimate aims of the guidance program are to provide an educational and vocational service adapted to the needs of its pupils, and to enrich the schools' service through an adequate articulation with home and community. It hopes to do this by studying, and as far as possible, understanding the individual; by providing adequate classification of pupil with respect to subjects and activities; by promoting the life career motive so that all will be exceedingly interested; by cooperating with home to secure normal home contacts which will result in better preparation for school work and more careful attention given to the health of the children; by providing counseling, both educational and occupational and follow-up for pupils in the schools by helping those graduates who are pursuing higher courses and those who are seeking occupational advantages; by providing a more complete cooperation with those agencies in the community which can contribute to the development of our guidance service; by providing information and an explanation of leisure time activities and by stimulating self-guidance.

Some old occupations are dying, and new occupations are developing. The old customs and habits of conduct

are breaking down, and new effective social controls have not yet been developed. All the adjustments that these imply increase the task of providing guidance.

In every school, however, a considerable number of students will be without vocational choices. Some will have several vocations under consideration; others will not have given the matter serious consideration. A student without a vocational preference presents a baffling problem. Therefore, he should be given some type of assistance. The adjustment of pupils of high school age to the complex world in which they live is no simple matter. Although guidance and vocational training must be intimately interrelated, vocational training is not guidance. At times the pursuit of vocational curriculum or subject will give the student the basis for deciding for or against a vocational choice previously made. But determining the content of vocational courses or the methods to be used in teaching these courses is not guidance. Guidance steps in when aid is given in the choice of subjects or a curriculum preparatory to a particular vocation.

The individual's world today is vastly larger and more complex than it was a generation ago. Important changes in the social and economic structure render both social and vocational adjustments difficult. As a result, the individual at the threshold of his entrance into

college or industry and adult community life is frequently overwhelmed by experiences which he does not fully understand and cannot clearly interpret. Since the home is usually unable to provide the guidance needed in the interpretation of many experiences encountered by the youth, the secondary school is compelled to assume a portion of the function formerly discharged by the home. If the school fails, the individual is apt to flounder for want of guidance in finding himself with respect to his interest and capacity.

METHODS OF MEETING THE PROGRAM

The great social and economic changes in the communities where the pupils live have brought about maladjustments that are not attacked in the regular curriculum, but must be met through individual counseling. New methods and techniques in the guidance program are making possible enrichment of the curriculum of the schools of Freestone County.

New divisions of labor have been developed in performance of pupil guidance. Certain phases of pupil guidance have been carried on only through the local staff, who are intimately acquainted with the pupil, his background, interests, abilities, and needs.

The class room teacher:

The problem of determining and organizing a guidance program is laid at the door of the classroom teacher. The opportunity to organize it in a way which is most useful may be of three types: opportunity for bringing into the course and emphasizing the guidance relation of readings and discussions which furnish information about occupations and future educational activities; opportunities for stimulating and guiding pupils in the study of their own abilities and capacities; opportunities for bringing pupils to face the facts that they must make important vocational decisions, and that their happiness in life depends largely upon making these decisions wisely.

Extra-Curricular Activities:

Allied activities and guidance have vital points of contact. Just as most subjects of the program of studies may be used to inform students about occupations, most of the extra-curricular activities may have direct connections with occupations. ¹Kitson reports that 25% of the titles can be considered vocational in nature. The art club, farm club, engineering club, dramatic club, and others are

1. Kitson, Extra-Curricular Activities as a Means of Guidance. Pp. 39.

suggestive to students of the content of courses in related fields. They also suggest the nature of activities of kindred occupations. In consequence, the experiences in these activities provide opportunity for students to discover their interests and special aptitudes.

There are frequent interviews or conferences with the students concerning their vocational plans. These conferences deal with (1) the nature of their vocational plans and interests and the reasons for them, (2) the accuracy of their thinking about their plans, (3) the adequacy about their information about occupations and about their own capacities and interests, and (4) the degree of harmony of their plans with their capacity and interests. The counselor appropriately points out any discord between their plans and their capacities and interests. All these activities will strengthen the student's basis for decision and stimulate him to recognize all important factors in formulating his plans.¹

There is no organized placement bureau established, but the placement of students is carried on through the principal and vocational teacher. The boys are able to secure employment in construction of buildings, small shops, and sign painters. The girls have been placed in

1. Lund, "Personal Interview of High School Guidance,"
School Review, March, 1936, pp. 33

dress making shops, delicatessen shops, and in business places as stenographers. The local school will be responsible for those phases of guidance which must be handled through personal contact with pupils. The chief guidance worker, usually the principal, will coordinate the guidance program within the school, advise with teachers on special programs, contact the central guidance bureau, and direct special guidance activities. The functions of the teachers are to provide close personal supervision of individual pupils, utilizing the guidance services available to them.

Selected Guidance Program:

Although no attempt is made to include all of the possibilities for a practical guidance program for the average school, the following form of the requirements in an adequate program of vocational guidance given by Brewer, in his vocational guidance movement has many advantages in actual practice.

1. A school organization and program, broad, variable, and flexible enough to be fairly representative of all the activities of life, and extensive enough to test the powers of the pupils and to discover for themselves and reveal to others his special inclinations and abilities.

2. A course of study in every subject which relates itself whenever possible to the vocational needs of the pupils.

3. A life-career class in every grade, studying the opportunity furnished by education, the requirements and opportunities of the occupation, and the economic and social problem of employment.

4. In a three year high school there should be three or six class counselors, depending upon the size and organization of the school. Each of these teachers should act as counselor for the group until it graduates. The class counselor should be relieved of two fifths of the average teaching load for every two to three hundred pupils, in order to devote the proper time to counseling and personnel work.

5. There should be a chief counselor, responsible to the principal of the school, who should coordinate and supervise the class counselors to provide a unified program of guidance for the school.

6. Cooperation of school and other agencies, local, state, and national for the collection and dissemination of occupational information.

7. Supervision, by school authorities, and under the direction of the vocational guidance department, with liberal opportunity for part time work if necessary.

8. Adequate vocational training, both for pupils in school and for those at work.

9. An investigation for the causes of leaving school and of the working experiences of those who have recently

10. A further development of the present plans and practices for vocational education.¹

The mechanics of administering any guidance program can at best be only suggestive because the individual on the job, with a thorough understanding of the situation, is the person to plan the details of his program. The administrator who sees clearly such definite goals as adjusting each child to his school environment and developing in the child the ability for self-guidance and who understands some of the plans that may be used to accomplish these ends, will be able to build in his school the organization which will be the best to offer this service to the pupils.

Anticipated Results:

I have made some special observations of occupations of high school students in Freestone county. Out of the 520, I found that about 300 were taking some special courses in vocational training. In observing the graduates of about 40, I found that the majority of them had also taken vocational training.

The employment problem is as follows:

Fifteen have had jobs since leaving school, 12 stated that vocational training helped them to secure their pre-

1. Brewer, J. M., Vocational Guidance Movement, pp. 283

sent jobs, 5 are satisfied with their present jobs, 20 had some special training in high school for their present jobs. These included sewing, music, cooking, carpentry, painting, housekeeping, and yard beautification.

Facilities are provided for the intensive and continuous study of problem pupils. And a program of educational measurements combined with a consulting service for principals and teachers is an integral part of the program of pupil adjustment.

The latest data available on the number of young workers of different ages are given in the following table:

Number at different ages engaged in wage earning occupations in Freestone County.¹

Age	Males	Females	Total
10 - 14	564	507	1071
15 - 19	488	546	1034
20 - 24	409	438	847

These young people enter wage-earning careers with

1. Freestone County Census, 1938

a great variety of educational preparation. The question is, how do these boys and girls, young men and women of such varied characteristics and qualifications find their way from school into places they are to fill in this maze of occupations, with their widely differing demands and equipments?

In attempting to answer this question says Myers, It must be kept in mind that special institutions are giving this problem more attention each year and that as a result methods of entering occupations are rapidly changing in important respects as to the guidance program. Direct efforts are made to provide an individual with adequate assistance in choosing an occupation, because his vocational success depends upon the quality and completeness of his preparation as well as upon suitable choice of an occupation.¹

The rural population of Freestone county for Negroes: Males, 4,368, females, 2,408. Urban population: Males 1,150, females 1,025. Out of this group the writer found the number of students in and out of school to be in the following table:²

1. Myers, The Problem of Vocational Guidance, pp 7.
2. Freestone County Census, 1938.

Ages	No. in County	No. in School	Per cent
7 - 13	1439	1248	.86
14 - 15	714	680	.95
16 - 17	402	325	.80
18 - 20	616	251	.40

This information shows the results of an investigation bearing on the problem of reasons for non-attendance and after leaving school.

The high school through its growing corps of advisers supplementing the trade school and the technical and commercial high schools, has bridged the traditional chasm between the school and the occupational world. But the schools do not forget the children as soon as they have gone forth from the classroom. As a matter of educational interests, as well as to protect these young workers from getting trapped in jobs from which they would like to escape if they knew how, studies and records are kept for the first and second years after leaving school or after graduation. For example, of the students who have graduated from these schools in June, 1938, sixty per cent continued their education in other institutions of learning. Of those who entered occupations, about half of them received

jobs for which they had special training, the other half received a variety of jobs. Several of them are saving. This money is to be used by the individuals in their attempt to obtain an education on a higher level.

In interviewing children who were leaving school, the placement officers of these schools discovered that a considerable number of them were leaving reluctantly and because of financial pressure at home.

The movement of a guidance program is today in the very center of the entire school administration, supplying accurate information and guidance to principals and teachers, as well as informed counsel to the students as they leave schools for college work or to enter the roll of those seeking employment.

Conclusion:

The general conclusion up to the present time, is one which is in the background of all the research. There is a genetic development of interests. But this development is not of a kind that will allow for the prediction of future interests for practical purposes of vocational guidance. Specific vocational interests are likely to change in a year's time. They go through a gradual process of change and are likely to be quite different in later adolescence to what they were in early childhood. It has

been made quite clear that what has been one's vocational interests in the past are the foundation of one's present interests.

Guidance emphasizes a broadening development of interests as well as noting the leading trends. Abilities are factors in deciding upon the stimulation that would bring this richer development about. The responsibility of the guidance program is to provide students with the information, experience, and assistance which will lead them to make a wiser and more nearly permanent vocational choice with proper recognition of the opportunities available and the interests and capacities of students.

There is a splendid opportunity for the schools to assist pupils in developing interests and the ability to satisfy them which will tend to insure pleasurable and profitable expenditure of leisure hours in ways not inimical to the interests of others.

In addition to these opportunities for service, the school through its regular teaching staff as well as through specially appointed advisers, may assist pupils aiming at solutions of various perplexing questions of an intimate and personal nature.

Although guidance activity and advice will focus in

a small number the counselors, every possible means have been used to make the guidance concept persuasive of the spirit of the entire staff. Guidance should not be, as it now too often is, conceived of as something to be attached to the school. It should, instead, be woven into the fabric of Secondary education. The attitude of guidance should operate subconsciously among all of those responsible for the direction and instruction in the secondary school of the future.

1. *Guidance in Secondary Schools*, Macmillan Co., New York, 1931.

2. *Guidance in Secondary Schools*, Macmillan Co., New York, 1931.

3. *Frederick County Census*, 1933.

4. *Guidance in Secondary Schools*, Harper and Brothers, New York, 1931.

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